

Suggested Assessment Types for English Language Arts *Revised 10-30-03*

The following are examples of assessment types that were developed to reflect the depth and breadth of Maine *Learning Results* in English Language Arts. Table 1 provides a general description of each assessment type and a MAP or LAD assessment example that meets the item specifications for that type. The sample assessment types should not be interpreted as **requirements**, but rather representations of the variety of strategies available to capture the depth and breadth of Maine's *Learning Results* as you consider the concepts of "Form and Function". Tables 2 – 8 are item specifications for each of the assessment types listed and provide guidance for developing assessments locally. The packet contains examples of each assessment type after the item specifications and concludes with an inventory of assessments available through the Maine Assessment Portfolio (MAP) and Local Assessment Development (LAD) web sites. **The MAP or LAD assessments used as examples in this packet were chosen because they were crisp examples of the assessment type and should not be construed as suggestions for a distribution of assessments for certification at any of the grade spans. It should also be noted that additional assessments are currently under development.**

Table 1: Example English Language Arts Assessment Types With Example Items

Example English Language Arts Assessment Types Based Upon Form and Function Reflected in Maine <i>Learning Results</i>	Example Grades PK-4 MAP and LAD Assessments
<p>Reading for Accuracy, Fluency, and Meaning at the PK-2 Grade Span: The heart of this assessment is the measurement of a student's ability to independently read both literary and informational texts with text features and text complexity comparable to DRA K-3 Level 28 [Sample of comparable book titles: <i>All About Stacy</i> (Giff and Dell) or <i>The Stories Julian Tells</i> (Cameron /Random)] This does not mean that the DRA has to be the assessment tool but rather that the text chosen for this assessment be of similar complexity to a DRA K-3 Level 28. It is assumed that this assessment will be given to the student at a point in time after there is sufficient evidence from formative assessment that the student is ready for the text complexities found at a DRA K-3 Level 28. The student reads the complete text independently and silently. After the student reads the complete text, s/he joins the teacher in a one-on-one conference and retells the story (if it is a literary text) or responds to specific comprehension questions. Next, the teacher takes a record of oral reading as the student reads at least 100 words from the text. Recognizing the interdependence among accuracy, fluency, and comprehension, all components are scored on the rubric. To standardize administration, teachers should refrain from prompting students beyond the words provided in the comprehension questions. An accuracy rate of 94% is expected in the oral reading. Fluency is measured by degrees of demonstration of the following components- expression, phrasing, and rate. Comprehension is measured by the degree to which the content of the comprehension questions are addressed in the student's retelling for literary text and in the accuracy and thoroughness of the responses to the comprehension questions for informational text. Due to the significant differences in reading approaches and strategies for informational and literary texts, it is assumed that a</p>	<p>LAD PK2 <i>Independent Reading Assessment at PK-2</i> (formerly- <i>Reading Strategies Checklist</i>)</p>

<p>student would be ready at different points in time for the assessment of literary and informational texts. The rubric for each genre also recognizes the unique expectations for success in each genre.</p>	
<p>Reading for Accuracy, Fluency, and Meaning at the 3-4 Grade Span: The heart of this assessment is the measurement of a student's ability to independently read both literary and informational texts with text features and text complexity comparable to a DRA 4-8 Level 40 [Sample comparable texts: The <i>Bunnicula</i> series by James Howe and others (Simon & Schuster), the <i>Magic School Bus</i> series by Joanna Cole (Scholastic)]. This does not mean that the DRA has to be the assessment tool but rather that the text that is chosen for this assessment be of similar complexity to a DRA 4-8 Level 40. It is assumed that this assessment will be given to the student at a point in time after there is sufficient evidence from formative assessment that the student is ready for the text complexities found at a DRA 4-8 Level 40. The student reads the complete text independently and responds to the comprehension questions about the text. These questions require the student summarize the most important facts and ideas contained in an informational text or read and interpret literary texts. (If in the professional judgment of the teacher, having the student write her/his responses to the comprehension questions will not give an accurate measurement of the student's reading comprehension, this portion of the assessment may be completed orally in the one-on one conference with the teacher.) To standardize administration, teachers should refrain from prompting students beyond the words provided in the comprehension questions. Once the comprehension questions have been answered, the teacher takes a record of oral reading in a one-on-one reading conference, as the student reads at least 100 words from the text. Recognizing the interdependence among accuracy, fluency, and comprehension, all components are scored on the rubric. An accuracy rate of 97% is expected in the oral reading. Fluency is measured by degrees of demonstration of the following components- expression, phrasing, and rate. Comprehension is measured by degrees of thoroughness in the interpretation of the literary text and in the summary of the most important facts and ideas contained in an informational text. Due to the significant differences in reading approaches and strategies for informational and literary texts, it is assumed that a student would be ready at different points in time for the assessment of literary and informational texts. The rubric for each genre also recognizes the unique expectations for success in each genre.</p>	<p><i>LAD Assessment example is currently under development.</i></p>
<p>Bundle- A bundle is a set of questions with any combination of selected responses, short answer responses and/or short constructed response questions. A bundle may assess a single performance indicator that is either broad in nature or has multiple components or a bundle may assess up to two related performance indicators. Bundles should have a minimum of 12 units (decision points for scoring or internal score units) with each selected response item counting as 1 unit, each short answer counting as 2 units, and each short constructed response item counting as 4 units. A minimum of 12 units is required to ensure the bundle contains sufficient evidence to make a decision regarding level (s) of performance on the performance indicator (s). Each indicator is scored on a single rubric.</p>	<p>LAD 3-4 <i>Figurative Language</i></p>

<p>Structured Response- A structured response assessment provides the student with a set of guiding questions and/or formats in which to respond after reading text, listening to a presentation, viewing a visual production, or observing how words and images communicate. To respond to this assessment type, the student does not have to make decisions about the questions that need addressing, nor the format in which to respond. A structured response may have multiple steps or may have increasing levels of sophistication with early responses scaffolding to the more rigorous requirements found later in the assessment. The size and scope (dimensions) of this assessment will be determined by the number of performance indicators identified to be assessed by the assessment and the cognitive demand of these performance indicators.</p> <p>[The term scaffolding first appeared in educational discussions on “the zone of proximal development”. It refers to the support and structure provided to help students know what to do. Often the structures (e.g. graphic organizers) help students better articulate their understandings.]</p>	<p>LAD PK-2 <i>Paper Bag Book Report</i></p> <p>LAD 9-12 <i>Double Entry Journal</i></p>
<p>Constructed Written Expression- The heart of this assessment is the student’s ability to demonstrate the craft of writing for original compositions. A constructed written expression is defined by the degree of decisions the student makes around the traits of writing (idea development, organization, voice, word choice, sentence fluency, and conventions) as a written piece is constructed in one of the following modes of writing: narrative, descriptive, expository, or persuasive. The student “owns the pen” and makes all decisions in the development of the writing including whether to utilize any suggestions offered in writing conferences with either the teacher or a peer. In a PK-12 LAS Individual Student Inventory, evidence of each mode ought to be evident at least once in a student’s continuum of assessment results.</p> <ul style="list-style-type: none"> ❖ Narrative writing tells a story or recounts an event. Narration usually builds in excitement or suspense, one detail after another, leading up to the climax. ❖ Descriptive writing uses descriptive language to clarify, enhance, or develop an idea. ❖ Expository writing explains or informs. In this mode, the student clearly demonstrates a solid understanding of the topic often exhibiting analytical and evaluative thinking from the writer’s perspective. ❖ Persuasive writing urges the reader to adopt or accept a particular position or belief of the writer. Careful analysis by the writer aids in the consideration of all perspectives and in the planning of how to address each in a manner that supports the position taken by the writer. 	<p>LAD PK-2 <i>Try It This Way!</i> (narrative)</p> <p>MAP 3-4 <i>Our Maine Facts</i> (expository)</p> <p>LAD 5-8 <i>You’re the Expert!</i> (expository)</p> <p>MAP 9-12 <i>Words. Words. Words</i> (expository)</p> <p>LAD 3-4 <i>“Oh Come On, Please!”</i> (persuasive)</p>
<p>Constructed Oral Expression The heart of this assessment is the ability to demonstrate the craft of speaking to an audience in an engaging manner. In this assessment, the student is given a topic or selects a topic in which to plan the content for an oral presentation to an intended audience while striving to achieve a distinct purpose (e.g. to summarize, to narrate, to inform, to explain, to persuade, to evaluate, to analyze, or to defend) and delivering the presentation using effective strategies of address (e.g., tone, eye contact, gestures, voice modulation, changes of rhythm). In a PK-12 LAS Individual Student Inventory, evidence of presentations achieving different distinct purposes ought to be evident in a student’s continuum of assessment results.</p>	<p>LAD PK-2 <i>Speak Up</i></p> <p>LAD 9-12 <i>Welcome to High School</i></p>
<p>Research Project and/or Presentation- The heart of this assessment is the demonstration of the ability to conduct and report research. In this assessment, the student conducts research by generating ideas and questions and/or by posing problems. Data is gathered, evaluated, and synthesized from a variety of sources (including both primary and secondary sources) then discoveries are communicated</p>	<p>MAP 3-4 <i>The Search is On!</i></p>

in a manner developmentally appropriate for the grade span, aligned with Maine's *Learning Results* for the grade span, and suited to the purpose and audience of the research. How the research results are communicated will vary based on decisions made by the student after consulting with the teacher about the product.

MAP 9-12
Information Please

Assessment Types Replacement

A weak performance on an assessment must be replaced by another assessment that ensures a variety of types, reflects the belief that form must serve function, and maintains distribution across the content area (each content standard must be measured).

CONSIDERATIONS

To thoughtfully implement these rules, each school administrative unit should consider:

- Choosing replacements that address content as close to the content of the original assessment as possible, and at least within the same cluster.
- Developing a process for scheduling and administering original assessments that minimizes the need for replacement assessments while maintaining the efficiency of the system.
- Determining the level of instruction/remediation and ongoing assessment required before allowing a replacement opportunity.
- Determining which assessments measure broad content or process skills (such as a research project or health plan) and may be repeated, and which assessments must be replaced with a completely different assessment. It is not the intent of replacement that students continually retake the same assessment. (See Bullet 3 in the above Rules.)

Assessment Type Specifications: On the following pages, Tables 2-8 provide the specifications for each of the assessment types identified. Specifications for the assessment types are important guidance for developers (whether state developers or local districts) to use when building comparable assessments for initial use or replacement.

Table 2: English Language Arts Reading for Accuracy, Fluency, and Meaning at the PK-2 Grade Span Specifications

Reading for Accuracy, Fluency, and Meaning at the PK-2 Grade Span	Recommended Cluster/ Standards/Performance Indicators Assessed	Recommended Interaction/Structure/Setting	Example MAP or LAD Assessments for Grades PK-4
<p>The heart of this assessment is the measurement of a student's ability to independently read both literary and informational texts with text features and text complexity comparable to DRA K-3 Level 28 [Sample of comparable book titles: <i>All About Stacy</i> (Giff and Dell) or <i>The Stories Julian Tells</i> (Cameron /Random)] This does not mean that the DRA has to be the assessment tool but rather that the text chosen for this assessment be of similar complexity to a DRA K-3 Level 28. Recognizing the interdependence among accuracy, fluency, and comprehension, all components are scored on the rubric. An accuracy rate of 94% is expected in the oral reading.</p>	<p>Cluster 1: Reading and Viewing PK-2 Content Performance Indicators: A6, B1, D1</p>	<p>Student Interaction: It is assumed that this assessment will be given to the student at a point in time after there is sufficient evidence from formative assessment that the student is ready for the text complexities found at a DRA K-3 Level 28.</p> <p>Structure: Part 1: 1. The student independently and silently reads the complete literary text (text complexity at a DRA K-3 Level 28). (It should take a student 20 minutes or less to read the text silently). 2. After the student reads the complete text independently, s/he joins the teacher in a one-on-one reading conference and retells the story. If there are gaps in the students retelling, the teacher may ask the comprehension questions provided in the assessment. 3. Next the teacher takes a record of oral reading as the student reads at least 100 words from the literary text.</p> <p>On a different day, after sufficient evidence that a student is ready for the text features and text complexity of a DRA K-3 Level 28</p>	<p>LAD PK-2 <i>Independent Reading Assessment at PK-2</i> (formerly- <i>Reading Strategies Checklist</i>)</p>

<p>Fluency is measured in degrees of demonstration of the following components- expression, phrasing, and rate. Comprehension is measured by the degree to which the content of the comprehension questions are addressed in the student's retelling for literary text and in the accuracy and thoroughness of the responses to the comprehension questions for the informational text.</p>		<p>informational text, the student participates in Part 2 of this assessment.</p> <p>Part 2:</p> <ol style="list-style-type: none"> 1. The student independently and silently reads the complete informational text (text complexity at a DRA K-3 Level 28). (It should take a student 30 minutes or less to read the complete text silently.) 2. After the student reads the complete text independently, s/he joins the teacher in a one-on-one reading conference and responds to comprehension questions about the main idea and supporting details. 3. Next the teacher takes a record of oral reading as the student reads at least 100 words from the text. <p>Recommended Setting: Classroom assessment conducted in two parts over a period of time.</p> <p>Key Considerations: To standardize administration, teachers should refrain from prompting students beyond the words provided in the comprehension questions. Due to the significant differences in reading approaches and strategies for informational and literary texts, it is assumed that a student would be ready at different points in time for the assessment of literary and informational texts. The rubric for each genre also recognizes the unique expectations for success in each genre.</p>	
---	--	---	--

Table 3: English Language Arts Reading for Accuracy, Fluency, and Meaning at the 3-4 Grade Span Specifications

Reading for Accuracy, Fluency, and Meaning at the 3-4 Grade Span	Recommended Cluster/ Standards/Performance Indicators Assessed	Recommended Interaction/Structure/Setting	Example MAP or LAD Assessments for Grades PK-4
<p>The heart of this assessment is the measurement of a student's ability to independently read both literary and informational texts with text features and text complexity comparable to DRA 4-8 Level 40 [Sample of comparable book titles: The <i>Bunnicula</i> series by James Howe and others (Simon & Schuster), the <i>Magic School Bus</i> series by Joanna Cole (Scholastic)]. This does not mean that the DRA has to be the assessment tool but rather that the text chosen for this assessment be of similar complexity to a DRA 4-8 Level 40. Recognizing the interdependence among accuracy, fluency, and comprehension, all components are scored on the rubric. An accuracy rate of 97% is expected in the oral reading. Fluency is measured in degrees of demonstration of the following components- expression, phrasing, and rate.</p>	<p>Cluster 1: Reading and Viewing 3-4 Content Performance Indicators: B10, D4</p>	<p>Student Interaction: It is assumed that this assessment will be given to the student at a point in time after there is sufficient evidence from formative assessment that the student is ready for the text complexities and text features found at a DRA 4-8 Level 40.</p> <p>Structure: Part 1: 1. The student independently and silently reads the complete literary text (text complexity at a DRA 4-8 Level 40). The student then responds to the comprehension questions about the text. (It usually takes a student 35-40 minutes to complete this independent portion of the assessment). If in the professional judgment of the teacher, having the student write her/his responses to the comprehension questions will not give an accurate measurement of the student's reading comprehension, this portion of the assessment may be completed orally in the one-on-one conference with the teacher. 2.The student joins the teacher in a one-on- one reading conference and the teacher takes a record of oral reading as the student reads at least 100 words from the literary text. On a different day, after sufficient evidence that a student is ready for the text features and text complexity</p>	<p><i>LAD Assessment example is currently under development.</i></p>

<p>Comprehension is measured by the degree of thoroughness in the interpretation of the literary text and in the summary of the most important facts and ideas for the informational text.</p>		<p>of a DRA 4-8 Level 40 informational text, the student participates in Part 2 of this assessment.</p> <p>Part 2:</p> <p>1. The student independently and silently reads the complete informational text (text complexity at a DRA 4-8 Level 40). The student reads the text then responds to the comprehension questions about the text. (It usually takes a student 45-50 minutes to complete this independent portion of the assessment). If in the professional judgment of the teacher, having the student write her/his responses to the comprehension questions will not give an accurate measurement of the student's reading comprehension, this portion of the assessment may be completed orally in the one-on- one conference with the teacher.</p> <p>2. The student joins the teacher in a one-to- one reading conference. The teacher takes a record of oral reading as the student reads at least 100 words from the informational text.</p> <p>Recommended Setting: Classroom assessment conducted in two parts over a period of time.</p> <p>Key Considerations: To standardize administration, teachers should refrain from prompting students beyond the words provided in the comprehension questions. Due to the significant differences in reading approaches and strategies for informational and literary texts, it is assumed that a student would be ready at different points in time for the assessment of literary and</p>	
--	--	---	--

		informational texts. The rubric for each genre also recognizes the unique expectations for success in each genre.	
--	--	---	--

Table 4: English Language Arts Bundle Specifications

Bundle Specifications	Recommended Cluster/ Standards/Performance Indicators Assessed	Recommended Interaction/Structure/Setting	Example MAP or LAD Assessments for Grades PK-4
<p>Description: A bundle is a set of questions with any combination of selected response questions, short answer response questions and/or short constructed response questions. A bundle may assess a single performance indicator that is either broad in nature or has multiple components or a bundle may assess up to two related performance indicators. Bundles have a minimum of 12 units to ensure the bundle contains sufficient evidence to make a decision regarding level (s) of performance on the performance indicator (s). Each indicator is scored on a single rubric.</p>	<p>Cluster 1: Reading and Viewing Cluster 3: Integrated Literacy</p>	<p>Student Interaction: The student responds to a set of questions independently.</p> <p>Structure: 1. A bundle consists of any combination of selected response questions, short answer response questions and/or short constructed response questions. A bundle cannot be just selected response questions. 2. Bundles have a minimum of 12 units (decision points for scoring or internal score units) with each selected response item counting as 1 unit, each short answer item counting as 2 units, and each short constructed response item counting as 4 units.</p> <p>Recommended Setting: The student works independently in a classroom setting.</p>	<p>LAD 3-4 <i>Figurative Language</i></p>

Table 5: English Language Arts Structured Response Specifications

Structured Response Specifications	Recommended Cluster/ Standards/Performance Indicators Assessed	Recommended Interaction/Structure/Setting	Example MAP or LAD Assessments for Grades PK-4
<p>Description: A structured response assessment provides the student with a set of guiding questions and/or formats in which to respond after reading text, listening to a presentation, viewing a visual production, or observing how words and images communicate. To respond to this assessment type, the student does not have to make decisions about the questions that need addressing, nor the format in which to respond. A structured response may have multiple steps or may have increasing levels of sophistication with early responses scaffolding to the more rigorous requirements found later in the assessment.</p>	<p>Cluster 1: Reading and Viewing Cluster 3: Integrated Literacy</p>	<p>Student Interaction: The student works independently within the constraints of the assessment to respond to the given questions or formats. Structure: 1. Structured response items are treated as a whole and may include graphic organizers or other templates for student use. 2. The size and scope (dimensions) of this assessment will be determined by the number of performance indicators identified to be assessed by the assessment and the cognitive demand of these performance indicators. Recommended Setting: The setting may vary depending on the performance indicators being measured and the constraints within the assessment. Some Structured Response items might require the student to work independently over a period of time, if directed by the nature of the assignment. When making decisions about the setting for the assessment, always consider the optimum conditions needed to gain evidence of individual student knowledge and skills.</p>	<p>LAD Pk-2 <i>Paper Bag Book Report</i> LAD 9-12 <i>Double Entry Journal</i></p>

Table 6: English Language Arts Constructed Written Expression Specifications

Constructed Written Expression	Recommended Cluster/ Standards/Performance Indicators Assessed	Recommended Interaction/Structure/Setting	Example MAP or LAD Assessments for Grades PK-4
<p>Description: - The heart of this assessment is the student's ability to demonstrate the craft of writing for original compositions. A constructed written expression is defined by the degree of decisions the student makes around the traits of writing (idea development, organization, voice, word choice, sentence fluency, and conventions) as a written piece is constructed in one of the following modes of writing: narrative, descriptive, expository, or persuasive. The student "owns the pen" and makes all decisions in the development of the writing including whether to utilize any suggestions offered in writing conferences.</p>	<p>Cluster 2: Writing and Speaking</p> <p>Content Standard E: PK-2: E1 3-4: E1, E2, E3 5-8: E1, E2 9-12: E1, E2, E3</p> <p>Content Standard F: PK-2: F1 3-4: F1 5-8: F1 9-12: F1</p> <p>Content Standard G: PK-2: G1 (stories: narrative; essays: expository or description) 3-4: G1 (descriptive) G2 (stories: narrative; other pieces: expository) G3 (expository or persuasive) G4 (all modes) 5-8: G1, G2 (narrative) G3, G5, G6, G8, G9 (all modes) G4 (expository or persuasive) G7 (descriptive) 9-12: G1 (narrative) G2 (descriptive) G3, G4, G6, G7, G8, G10, G11(all modes) G5, G9 (expository or persuasive)</p> <p>In a PK-12 LAS Individual Student</p>	<p>Student Interaction: The student creates an original piece of writing making all content, revision, and editing decisions.</p> <p>Structure: Student writes a response in one of the targeted modes of writing indicated in the assessment.</p> <ul style="list-style-type: none"> ❖ Narrative writing tells a story or recounts an event. Narration usually builds in excitement or suspense, one detail after another, leading up to the climax. ❖ Descriptive writing uses descriptive language to clarify, enhance, or develop an idea. ❖ Expository writing explains or informs. In this mode, the student clearly demonstrates a solid understanding of the topic often exhibiting analytical and evaluative thinking from the writer's perspective. ❖ Persuasive writing urges the reader to adopt or accept a particular position or belief of the writer. Careful analysis by the writer aids in the consideration of all perspectives and in the planning of how 	<p>LAD PK-2 <i>Try It This Way!</i> (narrative)</p> <p>MAP 3-4 <i>Our Maine Facts</i> (expository)</p> <p>LAD 5-8 <i>You're the Expert!</i> (expository)</p> <p>LAD 9-12 <i>Words, Words, Words</i> (expository)</p> <p>LAD 3-4 <i>"Oh Come On, Please!"</i> (persuasive)</p>

	<p>Inventory, evidence of each mode ought to be evident at least once in a student's continuum of assessment results.</p>	<p>to address each in a manner that supports the position taken by the writer</p> <p>Recommended Setting: The student works independently over a period of time directed by the expectations contained in the directions of the assessment. A dictionary and thesaurus are available for the student's use. Conferencing with another person is allowed as long as the student makes all decisions about how to revise the writing and makes all the notes on the writing.</p>	
--	---	--	--

Table 7: English Language Arts Constructed Oral Expression Specifications

Constructed Oral Expression	Recommended Cluster/ Standards/Performance Indicators Assessed	Recommended Interaction/Structure/Setting	Example MAP or LAD Assessments for Grades PK-4
<p>Description: The heart of this assessment is the ability to demonstrate the craft of speaking to an audience in an engaging manner. In this assessment, the student is given a topic or selects a topic in which to plan the content for an oral presentation to an intended audience while striving to achieve a distinct purpose (e.g. to summarize, to narrate, to inform, to explain, to persuade, to evaluate, to analyze, or to defend) and delivering the presentation using effective strategies of address (e.g., tone, eye contact, gestures, voice modulation, changes of rhythm).</p>	<p>Cluster 2: Writing and Speaking</p> <p>Content Standard E: PK-2: E1 3-4: E4</p> <p>Content Standard F PK-2: F2 3-4: F2 5-8: F2 9-12: F3</p> <p>Content Standard G: 3-4: G7 5-8: G10 9-12: G10, G11</p>	<p>Student Interaction: In this assessment, the student is given a topic or selects a topic for which to plan the content of an oral presentation to an intended audience, striving to achieve a distinct purpose (e.g. to summarize, to narrate, to inform, to explain, to persuade, to evaluate, to analyze, or to defend). While delivering the presentation, effective strategies of address are used (e.g., tone, eye contact, gestures, voice modulation, changes of rhythm).</p> <p>Structure: Oral presentation before an intended audience. Prior planning and practice are key components to a success. Graphic organizers can be provided to the student to help with organization and planning. The student can confer with the teacher for guidance regarding the use of visuals and other media supports.</p> <p>Recommended Setting: Oral presentations occur before an audience appropriate for the intended purpose. The time devoted to preparation will vary depending on the topic and grade span of the student. Actual class time for presentations will vary depending on the number of students in the class and the length of the presentations.</p>	<p><i>PK-2 LAD Speak Up!</i></p> <p><i>LAD 9-12 Welcome to High School</i></p>

Table 8: English Language Arts Research Project and/or Presentation Specifications

Research Project and/or Presentation	Recommended Cluster/ Standards/Performance Indicators Assessed	Recommended Interaction/Structure/Setting	Example MAP or LAD Assessments for Grades PK-4
<p>Description: The heart of this assessment is the demonstration of the ability to conduct and report research. In this assessment, the student conducts research by generating ideas and questions and/or by posing problems. Data is gathered, evaluated, and synthesized from a variety of sources (including both primary and secondary sources) then discoveries are communicated in ways that are developmentally appropriate for the grade span, aligned with Maine's <i>Learning Results</i> for the grade span, and suit the purpose and audience of the research. How the research results are communicated will vary based on decisions made by the student after consulting with teacher about the product.</p>	<p>Cluster 3: Integrated Literacy</p> <p>Content Standard H Performance Indicators</p>	<p>Student Interaction: The student selects a topic within given parameters in which to independently conduct research. The student communicates the research findings in a format appropriate for the topic and approved by the teacher. Graphic organizers, models for citations, and similar scaffolding may be offered as guides through each step of the research process as long as this scaffolding does not remove the responsibility for decisions from the student. In essence, the scaffolding serves as prompts to engage the student in the process or options for holding research documentation. At each grade span, there is demonstration by the students of increasing sophistication in research skills as measured by the H performance indicators.</p> <p>Structure:</p> <ul style="list-style-type: none"> • Identification of a research topic • Formulate research questions • Employ effective search strategies • Decide what information to use • Communicate research findings • Acknowledge research sources <p>Decisions regarding how the research findings are communicated (products can include written reports, Power Point presentations, oral presentations, etc.) will be influenced by what is</p>	<p>MAP 3-4 <i>The Search is On!</i></p> <p>MAP 9-12 <i>Information Please</i></p>

		<p>appropriate for the topic and approved by the teacher.</p> <p>Setting: The assessment occurs in the classroom and beyond the classroom, through an independent study. Classroom deadlines guide the completion of each component in the research process. Time frame varies depending on the depth of the research, availability of resources, and the grade span.</p>	
--	--	--	--

Revised 10-30-03

Inventory of English Language Arts LAD and MAP Assessments